

The University of Texas Publication

No. 4738

October 15, 1947

THE LATIN LEAFLET

Issued by the Department of Classical Languages in conjunction with
the Texas Classical Association in the interest of Latin
teaching in the high schools of Texas

O. W. Reinmuth, Editor

W. J. Battle, H. J. Leon, Mrs. Minnie Lee Shepard,
Walter H. Juniper (*ex officio*), Associate Editors

Price Ten Cents

Additional copies may be obtained from University
Publications, The University of Texas
Austin, Texas



PUBLISHED BY THE UNIVERSITY TWICE A MONTH. ENTERED AS SECOND-
CLASS MATTER ON MARCH 12, 1913, AT THE POST OFFICE AT
AUSTIN, TEXAS, UNDER THE ACT OF AUGUST 24, 1912

DEDICATED TO OUR SUPERINTENDENTS AND PRINCIPALS

WHO believe with Sam Houston that education is "essential to the preservation of a free government" and with Mirabeau Lamar that a "cultivated mind is the guardian genius of Democracy";

WHO realize that there are levels of education and that in educating "all the children of all the people" account must be taken of individual differences with reference to their capacity for a higher, median, or lower level, not only in quantity of units but in quality of content;

WHO know that it is undemocratic to deprive the gifted child of fuller educational opportunities because the numerically larger "average" group *can* not or *will* not benefit from them; and *WHO* further are keenly aware that many of the "average" group *can* do more than they *will* do if unchallenged;

WHO make provision in the curriculum, even at greater expense, and in so far as their budgets will permit, for the fuller education of the better-than-average child;

WHO subscribe to Bacon's dictum that knowledge "is open to all men in so far as they bring to it capacity to understand"; *WHO* understand that equality in education (as in political, social and economic life) means equality of opportunity rather than imposed equalitarianism to the level of the mediocre average;

WHO know, and *WHO* act on their knowledge, that it is just as wasteful of human values (both for the country and for the individual) to run an eight cylinder mind at four-cylinder capacity as it is to operate Boulder Dam to turn a donkey engine;

WHO, therefore, insist on Latin in the curriculum as a key to the full understanding of our language today, thus keeping open the channels of communication and information;

WHO encourage better-than-average pupils to take more than elementary Latin as an indispensable means of understanding our political and social heritage as free men,—the *common* heritage of Western Europe and the Americas. These will be the people who *can* and *will* be the most capable "guardian geniuses of Democracy" because they will know how and why we "got that way."

CONSTITUTION TEXAS CLASSICAL ASSOCIATION

ARTICLE I—ORGANIZATION

Section 1. *Name.* This organization shall be called The Texas Classical Association, and shall be The Classical Section of The Texas State Teachers' Association.

Sec. 2. *Purpose.* The purpose of The Texas Classical Association shall be to foster the teaching of the classical languages and to encourage an interest in them in Texas.

Sec. 3. *Membership.* The membership of the organization shall consist of those engaged in the teaching of classical languages, or those interested in the classics.

ARTICLE II—MEETINGS

Section 1. *Regular Meetings.* The Association shall meet twice each year, viz.: in the Spring in Waco, Texas; and in November in conjunction with the annual meetings of The Texas State Teachers' Association.

Sec. 2. *Called Meetings.* The Association shall meet on the call of the President at such time and at such place as he shall designate.

ARTICLE III—OFFICERS

Section 1. *Election.* The following officers, each to serve for a term of two years, shall be elected at the regular November meeting of the Association: President, First Vice-President, Second Vice-President, and Secretary-Treasurer.

Sec. 2. *Eligibility.* Any member of the Association shall be eligible to hold office.

Sec. 3. *Nominations.* The President shall appoint a standing nominating committee in the early part of his term whose duty it shall be to make nominations at any regular meeting for any vacancy that might occur and also to prepare a list of nominees for all offices to be filled at the regular November meeting. The committee shall get the consent of all nominees. Nominations shall be invited from the floor, with provision that consent to serve has been obtained.

Sec. 4. *Voting.* A majority of votes shall be necessary to elect.

Sec. 5. *Installation.* Newly elected officers shall take office at the close of the meeting at which they are elected.

Sec. 6. *Duties of the President.* The President shall preside over all regular and called meetings of the Association; be responsible for the program at such meetings; lead and coördinate all activities of the Association; appoint the editor of the *Latin Leaflet*; appoint a standing nominating committee as herein described, an auditing committee, and such other committees as he or the Association shall deem necessary.

Sec. 7. *Duties of the First and Second Vice-Presidents.* The First and Second Vice-Presidents shall assist the President and be assigned by him to leadership in such projects as the Association may be sponsoring.

Sec. 8. *Duties of the Secretary-Treasurer.* The Secretary-Treasurer shall keep the minutes of all regular and called meetings of the Association; receive all moneys due the Association, and make expenditures in the name of the Association; keep an accurate account of all receipts and expenditures which shall be submitted for audit at the end of his term of office; make a financial report at each meeting of the Association.

ARTICLE IV—FINANCES

Section 1. *Dues.* The dues for regular members shall be one dollar a year. Such regular members as may wish to lend further financial support to the Association shall by payment of dues in the amount of five dollars a year be classified as Sustaining Members of the Association.

Sec. 2. *Expenditures.* The Secretary-Treasurer shall from the treasury pay all just debts of the Association upon receipt of properly itemized statements.

ARTICLE V—PUBLICITY

This Constitution shall be printed in the *Latin Leaflet* once during the term of each President.

ARTICLE VI—AMENDMENTS

This Constitution may be amended by a two-thirds vote of the members present at a regular meeting of the Association.

MEETING OF CLASSICS SECTION—TEXAS STATE TEACHERS' ASSOCIATION

RENAISSANCE ROOM—MENGER HOTEL—SAN ANTONIO

FRIDAY, NOVEMBER 28, 1947—12:00 NOON

Luncheon Meeting followed by program:

Dr. Roy F. Butler, Baylor University, Waco, Texas

"Vocabulary-Building Through Etymology"

Miss Ilanon Moon, Conroe High School, Conroe, Texas

"Michael McGee Takes His Ph.D."

Dr. Walter H. Juniper, President of Texas Classical Association, will preside. Miss Cecile Lawrence, Brackenridge High School, San Antonio, is in charge of arrangements. Reservations should be sent to her.

MINUTES OF MEETING OF THE TEXAS CLASSICAL ASSOCIATION

The spring meeting of the Texas Classical Association was held at the Hamilton House, Waco, Texas, on Saturday, April 26, 1947. Dr. W. H. Juniper, President, called the meeting to order. The minutes of the November meeting were read and approved. The Secretary-Treasurer reported a balance of \$194.90 on hand. Twenty-two members were present and Mrs. Marion C. Butler reported messages from eleven others, who, because of illness and various duties could not attend the meeting. The following persons reported on the activities of Latin Week in these schools: Miss Bourne, Tyler; Mr. Childres, Goose Creek; Miss Osborn, Waco; Miss Sterling, Waco; Mrs. Leon, Austin; Mrs. Shepard, The University of Texas; Miss Gray, Cleburne; Mrs. Butler, Moore High School (Colored), Waco; Mr. Wronker, Terrell; Mrs. Provence, Wills Point.

All teachers were urged to send reports of Latin Week to Mrs. Minnie Lee Shepard, Austin.

Dr. Leon stressed the work of the American Classical League Service Bureau.

Mrs. Marion C. Butler, chairman of the committee, read the Constitution of the Texas Classical Association. The President, Dr. Juniper, expressed his appreciation of the work done by Mrs. Butler and other members of the committee.

Dr. Penick moved the adoption of the Constitution. The motion was carried, after being seconded by Professor Brown.

The following were appointed members of the Standing Committee on Nominations: Dr. Penick, Chairman; Miss Bourne, Miss Sterling. The report on the card questionnaire results on the Latin Tournament question was read by Dr. Juniper. Members of the committee, Miss Hankins, Mr. Childres, Miss Osborn and Dr. Powers sent 275 cards to teachers of Latin in Texas. Thirty-nine answers were received. To the first question: "Do you favor a revival of the Latin Tournament?" ten answered, "yes"; seventeen, "no"; and ten gave no answer. To the second question: "Do you

prefer a local contest?" twenty-four answered, "yes"; four replied, "no"; and six gave no answer. To the third question: "Would you participate in the contest decided upon?" thirty answered, "yes"; four replied, "no"; and one replied, "perhaps." In the discussion following the report, the following points were considered in the effort to find a satisfactory test to be given locally as a substitute for the Latin Tournament: Kind of test to be suggested; Difficulty of standardizing; Means of securing coöperation.

Mr. Childres reported satisfactory results in his use of *Auxilium Latinum* tests. Dr. Reinmuth suggested that a test might be prepared in Texas. Miss Bourne suggested that the contest be not too difficult and should be a local test with local recognition.

A motion was made by Dr. Penick that the matter be referred to the individual teachers, that they be urged to give the *Auxilium Latinum* tests, and that reports be made. The motion was seconded by Miss Gray, after which it was discussed by Mrs. Shepard, Dr. Reinmuth, Dr. Powers, Mrs. Butler, Mr. Childres, Miss Bourne, and Dr. Battle. Dr. Reinmuth suggested that, because of uncertainty of standards, a re-evaluation of objectives in Latin Study be published in the LATIN LEAFLET. The vote was taken and the motion as stated by Dr. Penick was carried. The Secretary was instructed to write Dr. A. E. Warsley, Editor of *Auxilium Latinum*, and send names of all teachers of Latin in Texas, asking that material be sent them describing the magazine and tests. It was agreed that the use of these tests be considered an experiment for one year.

Dr. H. J. Leon reminded high-school teachers to submit names of candidates for the William J. Battle scholarship and called attention to graduate courses offered in Latin and Greek at The University of Texas during the summer of 1947. He also stated that the *Classical Journal* is an imperative for teachers of Latin.

Dr. O. W. Reinmuth offered a resolution of thanks to the Waco group because of their hospitality and arrangements for the luncheon.

Dr. D. A. Penick moved that the meeting adjourn. Dr. Powers seconded the motion and it was carried. The meeting was adjourned.

During the recess for luncheon Dr. Battle read a tribute to Miss Lourania Miller for her distinguished service to the classics and this tribute is hereby entered into the minutes.

Dr. Henry Trantham, of Baylor University, Mr. and Mrs. Irby B. Carruth, and Mr. and Mrs. E. W. Cabe were honored guests at the luncheon.

Members present were: Mrs. Minnie Lee Shepard, Dr. Walter H. Juniper, Miss Mattie A. Brown, Mrs. Anvaline M. Provence, Miss Elor Osborn, Dr. O. W. Reinmuth, Mrs. O. W. Reinmuth, Miss Annie M. Forsgard, Miss Mildred Sterling, Dr. W. J. Battle, Mrs. Marion C. Butler, Dr. Oscar S. Powers, Miss Allene Gray, J. H. Brown, Mrs. Lollie E. Pierce, Dr. H. J. Leon, Mrs. H. J. Leon, Miss Mary Bourne, S. E. Wronker, Dr. D. A. Penick, Mrs. D. A. Penick, Sherman M. Childres, Miss Lourania Miller.

DR. W. H. JUNIPER, President.

MRS. T. K. PROVENCE, Secretary-Treasurer.

TEXT-BOOKS FOR SECOND YEAR LATIN

The members of the Teachers' Course in Latin at The University of Texas last summer, among many other things, examined carefully four second year Latin texts as an approach to answering the questions, what to read? how much? around what areas of Roman life to center the reading? what other materials to include for formal instruction? in second year Latin.

The results here given are the work of those participating in this study—Misses Enid Aycock of Gladewater, Martha Hankins of Paris, Sister Innocentia of Beaumont, Miss Emily Margerum, principal at Garwood, and Mrs. Olive Walker of Brownwood.

The first three texts are those approved by the State Department of Education, the fourth is a book for use in Catholic schools. B. J. Ullman and Norman E. Henry, *Latin for Americans, Second Book*, New York, 1942;

L. G. Berry and J. L. Lee, *Latin—Second Year*, New York, 1938; T. Jenkins and A. P. Wagener, *Latin and the Romans, Book Two*, New York, 1942; G. J. Graves, *Second Latin*, Milwaukee, 1939.

First a few general remarks about all four. All are written on the assumption that the basic grammatical material necessary for reading a Roman author has not been completely covered in the first year, and that a third semester is to be used for this purpose. The focal point in this semester, however, is a passage of connected reading and not forms and syntax followed by isolated sentences illustrating these. This change of focus from the method of the first year may tend to slur the pupil's full understanding of new grammatical principles and the wise teacher will stress them by thorough analysis and by further applications in simple sentences.

One general criticism seems valid for all except Graves' text: the new forms and syntactical principles are, in many instances, too casually and too lightly introduced and not used frequently enough in the immediately following reading selections to give the pupil facility in handling them. One other criticism might be added. Second year Latin texts tend to continue what might be called the "isolating" and piecemeal presentation of first year texts to a degree not entirely warranted at this stage of the work. Granted that the pupil will not learn all four tenses of the subjunctive in one lesson, it would seem to be pedagogically sound to give him in simple terms an "overview," e.g., of the formation of the four tenses of the subjunctives followed by tense by tense treatment and concluded by a retrospective summary. Similarly in the treatment of *cum* clauses, there seems to be a loss of effectiveness in separating the Descriptive, from the Causal and Adversative *cum* clauses by 71 pages as is true in one of the texts. The teacher can do much to systematize the pupil's learning by presenting in simple outline the forms and uses of the infinitive, the participle, and the subjunctive, together with the corresponding English forms and uses.

The amount of "made Latin" is greater than in the older texts in proportion to readings from Roman authors, and selections from Caesar's *Gallie Wars* (in most instances simplified in the earlier selections) are relegated to the second semester of the year or to the second half of this semester. The reasons for this are obvious. The language of Roman authors is graded neither in its use of constructions nor in its vocabulary. Furthermore the pupil can become acquainted with a wider range of knowledge concerning Roman life through a smaller amount of "made Latin" than through readings from Roman authors.

In examining the quantity of connected reading, only an approximation could be made by lines which, of course, differed slightly in length in the four books. Ullman and Henry present the largest amount, 3,940 lines. Of these, 1,689 are from Caesar (Book I, 361; II, 374—selections from both books simplified; III, 51; IV, 256; V, 150; VI, 213; VII, 284). From Ovid there are 163 lines and 174 lines from Pliny. The body of reading through which new forms and syntax are presented in the first semester comprises 1,717 lines of "made Latin."

The basic connected reading in Jenkins and Wagener includes 2,768 lines divided between Caesar (1,385) and other Latin (1,383), largely "made Latin." They also provided 923 lines of Supplementary Reading, principally from Pliny, Livy, Florus, Eutropius, and Caesar.

Berry and Lee give 3,114 lines of connected reading, of which 1,676 are from Caesar, the remainder, Part I, Twelve Stories from Mythology; Part II, The Argonauts as told by Ritchie, consisting of "made Latin"; while Part III, Selections from Roman Authors, is "original" Latin only slightly simplified.

The smallest amount of Caesar is found in Graves, 326 lines out of a total of 2,419 lines for the whole year. The distinctive feature of Graves' book is the thoroughness with which he presents drills and reviews forms and grammar by constant repetition in a large amount of carefully graded drill material. Many teachers would find it helpful to have a copy of Graves' text and to use some of this well-prepared drill material orally in "driving home" important forms and constructions. Most of the connected reading other than Caesar is "made Latin."

The texts—except for Graves who ranges over mythology, Roman Life Customs, History and Biography, the largest amounts being devoted to The Labors of Hercules and other Myths (643 lines), The Wanderings of Aeneas (227), The Argonauts (336), The Adventures of Ulysses (212), and Caesar (326)—show a distinct focus of material so far as content is concerned. All contain a group of selections from Caesar. Both Ullman and Henry and Berry and Lee have sections devoted to Ritchie's Argonauts and to Readings from Roman authors (but the authors of the former book suggest that one of these sections be omitted) and a selection of stories from Ovid. Ullman and Henry present these in their original form with copious annotations as Part VI, while Berry and Lee begin their work with simple prose stories based upon Ovid. Ullman and Henry utilize an abundant amount of "made Latin" to present interesting pictures of Roman Private and Public Life and they use these selections as the vehicle for presenting all new forms and syntax.

Units I to IV of Jenkins and Wagener are built on Roman History and the development of political and social institutions. Unit I tells the story of the *Aeneid*. Units II to IV, under the captions, Building the Roman State, Rome's Early Foreign Wars, Great Leaders of the Republic, give interesting simplified stories from Livy, Florus, and Eutropius, while Unit V, under the heading, The Creation of a Roman Province, presents the story of Caesar in Gaul in its original form. Throughout this last unit are added supplementary readings from Ritchie's Argonauts.

The three approved texts carry consistent and systematic word study throughout. Ullman and Henry have 18 short English essays upon the subjects of the Latin selections, while Jenkins and Wagener include as a regular feature a series of brief essays in English on Roman Background and Rome and America. Berry and Lee give an introduction of fourteen pages to Caesar, the organization of his army and Roman welfare. Ullman and Henry is the most profusely illustrated book, with Berry and Lee second in this respect. Jenkins and Wagener are more restrained in their use of illustrations, but have the clearest and best maps.

There is more reading material in all of them (with the possible exception of Graves) than can be read in the time allotted. And that is "a good thing." It makes for flexibility in adaptation to the needs of classes of differing abilities and interests. But the teacher must not succumb to the temptation of dallying with easier "made Latin" so long that he slights or even altogether omits the reading of Roman authors. In general, we should use just enough of the "made Latin" to give the pupil facility in handling new constructions and for rapid sight reading to give him a sense of achievement so vital to continuing interest.

LATIN ENROLLMENTS—1947-48

<i>Place, School, Teachers</i>	<i>1st Year</i>	<i>2d Year</i>	<i>3d Year</i>	<i>4th Year</i>
Abilene H. S. (Myrtle Trantham).....	25	46	.....	.....
Amarillo H. S. (Cora Russell).....	84	105	.....	.....
Austin				
H. S. (Helen E. Hill, Bertha Casey).....	37	66	5	.....
J. H. S. (Mrs. L. U. Weber).....	22	.....	.....	.....
Lutheran Concordia College (G. Viehweg)....	20	8	7	.....
Beaumont				
H. S. (Mattie Ferguson).....	54	22	.....	.....
St. Anthony's (Sister Innocentia).....	31	15	5	.....
Big Spring H. S. (Lillian Shick).....	48	51	.....	.....
Borger H. S. (Grace Martin).....	38	30	.....	.....
Breckenridge H. S. (Lespie Ratliff).....	.....	12	.....	.....
Brenham H. S. (Mrs. J. A. Ruggles).....	.....	10	.....	.....
Brownwood H. S. (Mrs. Olive D. Walker).....	56	22	.....	.....
Cleburne H. S. (Allene Gray).....	58	30	.....	.....
Commerce E. T. S. T. C. (W. W. Freeman).....	13	5	2	.....
Conroe H. S. (Ilanon Moon).....	25	8	.....	.....

LATIN ENROLLMENTS—1947-48—(Continued)

<i>Place, School, Teachers</i>	<i>1st Year</i>	<i>2d Year</i>	<i>3d Year</i>	<i>4th Year</i>
Cooper H. S. (Chrystelle Paul)	29	18		
Corsicana H. S. (Mrs. Rufus N. Elliot)	35	9		
Dallas				
Boude Storey J. H. S. (C. Kerr)	11			
Cathedral School for Boys (Robert S. Park)	14	2	1	
Dallas College (Downtown S. M. U.) (Dora Flack)	11			
Crozier Technical H. S. (Rebecca Roberts)	19	11		
Forest Avenue H. S. (Ethel Masters)	40	45	12	8
Highland Park H. S. (Tillie Bradfield) combined with J. H. S. (Hilda Masters)	145	90	19	10
Hockaday School (Marguerite B. Grow) Caesar 34, Cicero 6, Vergil 11, Grammar 31				
Lincoln H. S. (C. L. Brown)	50	62		
Our Lady of Good Counsel (Sister Dorothea Marie)	27	25		
St. Edward's School (Sister Claire)	24	10		
Sunset H. S. (Agnes Edwards)	18	13	33	12
Ursuline Academy (Mother Adelaide, O.S.U.)	38	26	10	3d and 4th
Denison				
H. S. (Edith R. Austin)	18	16		
St. Xavier's Academy (Sister M. Isabelle)	14	5		
Denton T. S. C. W. (A course in Greek and Roman Culture—enrollment not given.)	22	7	1	
Eastland H. S. (Mrs. J. C. Whatley)	11	10		
El Paso				
Austin H. S. (Lulu Lee)	54	36		4
El Paso (S. Bozeman)	61	50		
Cathedral High (Brother B. Virgil)	8			
Fort Worth				
Arlington Heights H. S. (Grace Boone)	30	68		12
Our Lady of Victory (Sister Francis Marie)	15	14		5
Paschal H. S. (Anna Gardner)	43	75	6	12
W. P. McLean J. H. S. (Maurene House)	43			
Galena Park H. S. (Lila T. Greene)	10	6		
Galveston				
Ball H. S. (Mrs. I. H. Devine, Mrs. Elizabeth White)	70	34	7	10
J. H. S. (W. A. James)	33	67		
Central H. S. (Mrs. L. E. Jones)		45		
Lovenberg J. H. S. (Mrs. Mavern Devine)	51	87		
Stephen F. Austin J. H. S. (Catherine Cleary)		36		
Georgetown				
University (Dr. F. W. Lenz)	Latin 301—14; Latin 311—3			
Gladewater H. S. (Enid Aycock)		11		
Goose Creek H. S. (Sherman M. Childres)	58	31		
Greenville H. S. (Norine P. Morris)	35	25		
Henderson H. S. (Belle Gould)	13	12		
Houston				
Austin H. S. (Evelyn McGinty)		29		
Incarate Word (Sister M. Rosaria)	42	40	12	
Jackson J. H. S. (Mozel'e Hendricks)	80	15		
Johnson J. H. S. (Mrs. C. B. Jefferies)	78			

LATIN ENROLLMENTS—1947-48—(Continued)

Place, School, Teachers	1st Year	2d Year	3d Year	4th Year
Lamar H. S. (Cora Pearl Penn, Mrs. G. M. Brumby)		134	43	16
Lanier J. H. S. (Virginia Keller, Adele T. Marx)		213	Pre-Latin 20	
Pershing J. H. S. (Mrs. Leila Mae McKinley)	44	18		
St. Agnes Academy (Sister M. Baptista)	92	79	13	
San Jacinto H. S. (Helen Stead)		75	17	
School not given (Elizabeth Paton)	24	(59 in	Exploratory Latin)	
Wheatley H. S. (Colored) (Mrs. Ilma L. Smith)	284	132		
Yates H. S. (Colored) (Mrs. Hazel H. Young)	74	65		
Huntsville S. H. S. T. C. (Hattie Lucile Paxton)	21	7	2	
Kaufman H. S. (Mrs. J. W. Stevenson)	13	12		
Longview H. S. (Jessie Mae Stephenson)	20	23		
Lufkin H. S. (Lucy Melear)		22		
Lubbock H. S. (Mrs. Novelle Newsom)	33	20		
Marshall H. S. (L. L. Brown)	25	10		
Pemberton H. S. (Colored) (Mrs. Gertrude Smith)		116		
Mart (Mrs. Corinne Gardner)	22	10		
Midland H. S. (Lucy Moore)	17	13		
Mineola H. S. (Fairie Jennings)		6		
Mineral Wells H. S.	9	9		
Palestine H. S. (Olive Williams)	6	24		
			(3d and 4th com- bined)	
Paris H. S. (Sallie Seckel, Martha Hankins)	57	42	12	
Pasadena H. S. (Marion Mayfield)	26	15		
Port Arthur H. S. (Burdette Smyth)	65	40	11	
St. Mary's School (Sister Maria Stella)	95	80		
Rosebud H. S. (Mrs. Byron Stubbs)		12		
San Antonio Brackenridge H. S. (Cecile Laurence)	18	18		
Our Lady of the Lake College (Sister Agnes Clare)				
High School	28	26		5
	Latin 101	Latin 102	I latin 113	
College	11	6	2	
St. Gerard's H. S. (Sister M. Augusta)	17	17		
Texas Military Institute (W. W. Bondurant)	10	5		
Thomas Jefferson H. S. (Pearl West)	41	20	32	19
Ursuline Academy (Mother Andrew, O.S.U.)	18	10		
School not given (Mrs. Betty S. Thompson)	10	12		
Seguin H. S. (Nelle C. Sparks)		10		
Shamrock H. S. (Mrs. R. A. Zeigler)	32			
Sherman H. S. (Mrs. Stanley Hayes)	40	24		
Stamford H. S. (Mrs. Bert Flemin)	8			
Taylor St. Mary's School (Sister M. Paul, Principal)	6	12		
Temple H. S. (Mrs. Olivia Jones)	26	19		
Terrel H. S. (S. E. Wronker)	65	51	8	
		(Exploratory Latin— 34)		
Texarkana J. H. S. (Mrs. C. O. Pinkerton)	24			

LATIN ENROLLMENTS—1947-48—(Continued)

<i>Place, School, Teachers</i>	<i>1st Year</i>	<i>2d Year</i>	<i>3d Year</i>	<i>4th Year</i>
Tyler				
Hogg J. H. S.	20	---	---	---
H. S. (Mary Bourne)	10	42	---	---
Victoria				
Nazareth Academy (Sister Gertrude)	---	7	---	4
St. Joseph H. S. (Brother Lawrence Gon- ner, S.M.)	3	---	---	---
Waelder H. S. (Lillian Brigham)	15	---	---	---
Waco				
Baylor University (Dr. Walter H. Juniper) ..	21	Latin 203— <i>De Senectute</i> 11 (3d and 4th)		
High School (Elor Osborn, Mildred Sterling)	31	103	16	---
Moore Colored H. S. (M. C. B. Ballenger)	51	50	---	---
North J. H. S. (Mary K. Sendon)	26	---	---	---
West J. H. S. (Mrs. Mabel M. Hughes)	55	---	---	---
Weskom H. S. (Lela May Currie)	---	6	---	---
Wichita Falls				
High School (Nell Sammons)	21	29	18	6
School not given (Alma De Holland)	50	---	---	---
Jundelowitz J. H. S. (Leola Campbell)	68	---	---	---
Wills Point H. S. (Mrs. A. M. Provence)	38	25	---	13

The above report is incomplete. Some schools did not report. In some instances, the report did not make clear whether the enrollment figure was to be assigned to first or second year Latin.

Not offering Latin this year are: Austin College, Sherman; Luling; McGregor; St. Mary's University, San Antonio; New Braunfels; The Rice Institute; Mary Hardin Baylor College, Belton; Anderson; Granger; Graham. We hope that this grave deficiency in the mental diet being furnished their students will soon be remedied.

Dallas College, the downtown branch of S.M.U., has formed a Beginning Latin class which enrolled 11 at the first meeting. Miss Dora Flack, who regularly carries on as Dean of Students at Sunset High School in Dallas, teaches this course as an extracurricular activity. St. Joseph High School in Victoria is re-introducing Latin this year. St. Mary's University, please note!

QUIZ PROGRAM

The following quiz program, originated by George Labban and J. D. Sadler, two tutors in the Department of Classics at the University was presented at the March meeting of the Classical Club. Since the audience was varied, including professors, and students with one semester of Latin, an attempt was made to vary the questions accordingly. They are listed here roughly in an ascending order of difficulty. These questions can be used as they are, or they can be used as suggestions for composing others to meet individual needs. Some of the questions are included only to add a touch of humor to the program, for instance the "Panhandle" question, and the "Chap. I" question.

1. In what stories did the following animals appear?
(a) geese—saved Rome; (b) a lion—Androcles; (c) fleas—Jason;
(d) a wolf—Romulus and Remus; (e) a mouse—Horace; (f) an aurochs—Caesar.
2. Who or what had:
(a) one eye?—Polyphemus; (b) 100 eyes?—Argus; (c) six eyes?—Cerberus; (d) four eyes?—Janus.

3. Who had adventures with the following?
 - (a) the golden apples of the Hesperides—Hercules; (b) one golden apple—Paris; (c) three golden apples—Atalanta.
4. Who, in mythology, was
 - (a) the richest man?—Midas; (b) the oldest man?—Tithonus; (c) the most conceited man?—Narcissus.
5. Who suffered these punishments?
 - (a) a wheel—Ixion; (b) a rock—Sisyphus; (c) water—Tantalus.
6. (a) What famous horse is the symbol of an oil company?—Pegasus.
 (b) What object is the symbol of the Goodyear Rubber Company?—The sandal of Mercury.
 (c) What classical character is the name of a camera?—Argus.
 (d) Who uses the distaff and snake of Aesculapius?—Doctors.
 (e) What object uses the Roman fasces as a decoration?—The dime.
7. Name the other member of the following pairs:
 - (a) Arria—Paetus; (b) Pyramus—Thisbe; (c) Deucalion—Pyrrha; (d) Pollux—Castor; (e) Peleus—Thetis; (f) Scylla—Charybdis.
8. Who were turned into
 - (a) an oak and a linden tree?—Philemon and Baucis; (b) a cow?—Io; (c) a voice?—Echo; (d) pigs?—the followers of Ulysses.
9. What do the following dates signify?
 - (a) 509 B.C.—beginning of the Republic; (b) 44 B.C.—death of Caesar; (c) 476 A.D.—fall of Rome.
10. (a) What motion picture featured a chariot race?—Ben Hur.
 (b) What comedy starring Eddie Cantor had a classical setting?—*Roman Scandals*.
 (c) What comedy was ultimately based on the *Menaechmi* of Plautus?—*The Boys from Syracuse*.
11. (a) What English writer used a line from the *Aeneid* as a title for one of his plays?—Shaw.
 (b) What English writer wrote a poem in which the last line of each verse is written in Greek?—Byron.
 (c) Who wrote the following lines?
 "Roman Virgil, thou that singest
 Ilion's lofty temples robed in fire."—Tennyson.
 (d) Who wrote these words?
 "There beneath the Roman ruin where the purple flowers grow."—Tennyson.
12. If you were a Roman in the following places, what would you be doing?
 - (a) apodyterium—undressing; (b) triclinium—dining; (c) sphaeristerium—playing ball; (d) tribunalia—watching a play.
13. What often quoted statement connects an episode in Texas history with an episode in Greek history?—"Thermopylae had its messenger of defeat; the Alamo had none."
14. (a) What American author wrote a story involving Venus, Mercury, Diana, and other deities?—Thorne-Smith.
 (b) What ancient play was listed by Burns Mantle as one of the ten best plays of last year?—*Antigone*.
15. What are the classic mistranslations of the following?
 - (a) *cave canem*—Beware I may sing; (b) *arma virumque cano* (feminine version)—I cry for arms and a man.
16. Who or what uses the following mottoes?
 - (a) *sic semper tyrannis*—Virginia; (b) *ad astra per aspera*—Kansas; (c) *ars gratia artis*—Metro-Goldwyn-Mayer; (d) *disciplina praesidium civitatis*—The University of Texas.
17. Who swallowed
 - (a) some mushrooms that didn't agree with him?—Claudius; (b) a rock?—Cronus.
18. What are the modern equivalents of these Roman occasions?
 - (a) Saturnalia—Christmas; (b) Confarreatio—wedding.
19. Who were
 - (a) the three Fates—Clotho, Lachesis, Atropos; (b) the third king of Rome—Tullus Hostilius; (c) the eighth Emperor—Vespasian.

20. Who were associated with the following springs or rivers?
 (a) Bandusia—Horace; (b) Styx—Charon; (c) Rubicon—Caesar.
21. (a) What city in the U.S. is named for a Roman who was called to duty while plowing—Cincinnati.
 (b) What body of water is named for a famous strong man—Atlantic.
 (c) What section of Texas is named for an ancient deity?—Panhandle.
22. (a) In what play did Shakespeare use the Pyramus and Thisbe episode?—*A Midsummer Night's Dream*.
 (b) Which of Shakespeare's plays used the mistaken identity theme borrowed from Plautus?—*Comedy of Errors*.
 (c) What story from Roman history was used by both Shakespeare and Shaw?—Cleopatra and Julius Caesar.
23. Who is the first man mentioned in
 (a) the *Aeneid*?—Paris; (b) the *Gallie Wars* of Caesar?—Orgetorix;
 (c) the Bible?—Chap. I.
24. Quote the famous line which follows each of these lines.
 (a) *portantur avari Pygmalionis opes pelago—dux femina facti*.
 (b) *dum loquimur, fugerit invida aetas—carpe diem, quam minimum credula postero*.
 (c) *exta et candidula divina tomacula porci orandum est—ut sit mens sana in corpore sano*.

THE CLASSICAL WORLD IN TEXAS

Miss Myrtille Bradfield, Highland Park High School, Dallas, alternated her summer's fishing from her "shack" on the Brazos with an automobile trip to California and the Northwest.

Miss Ilanon Moon, of Conroe, Latin teacher, playwright, and producer, wrote her own scripts and produced the highly scenic and photogenic bathing beauty contests, first, locally for Shreveport, and then for the State of Louisiana.

Mrs. Marian C. Butler, Assistant Superintendent of Waco high schools, spent a brief vacation in New York with her brother and in Baltimore with her son. She has recently issued an illustrated booklet on the Waco schools and their varied activities. In the classical issue of "Education," June, 1947, Mrs. Butler shows her classical background in an article entitled "Education Reviews Its Heritage."

Dr. Walter H. Juniper, Assistant Dean of Baylor and President of the State Classical Association, together with his family, spent his vacation from his duties visiting relatives and friends in St. Louis.

Miss Louise Crawford, former graduate student and tutor in the University, is studying in Columbia this year.

Edward Cannan, former classical major at the University and later history major at Columbia, is teaching Roman History at the University. Mrs. Cannan is another classical major, the former Grace Gormley. The Cannans have two children, Edward and Jane.

Mrs. Minnie Lee Shepard, of the University staff, attended the wedding of her nephew, Stephen Tanner, in Princeton, in June, and then visited friends in Beacon, New York, for several weeks.

THE UNIVERSITY OF TEXAS

The Department of Classical Languages is happy to announce that it has added to its staff two new full-time members. Dr. Henry M. Hoenigswald, who is offering new courses in Linguistics, is a native of Germany and was educated in Germany, Switzerland, and Italy, receiving his Doc-

torate from the University of Florence. During the war he was instructor in Japanese and Hindustani for the Army Specialized Training Program. For the past year he has conducted foreign language training in the Department of State at Washington. He is the author of the Army's textbook on Hindustani and has published numerous articles in the field of linguistics, notably on Sanskrit and Etruscan. Dr. Hoenigswald is recognized as one of the outstanding younger men in his field.

Dr. Harris Livingston Russell comes to us from the War Department, where he has been engaged in important work for the United States Government. He has his Ph.D. from the University of Illinois, where he worked under the late Professor W. A. Oldfather, with whom he coöperated in the publication of an important book on the text of St. Jerome's *Vitae Patrum*. Prior to his work at Illinois, Dr. Russell studied at the University of Oklahoma, where he wrote his master's thesis under the direction of Dr. O. W. Reinmuth, now of The University of Texas.

Miss Teresa Henderson, our new Teaching Fellow, did her undergraduate work at Oklahoma College for Women and her graduate work at Ohio State University. She has a distinguished record as a student, both undergraduate and graduate, and has also received recognition as a pianist.

The staff in -Classical Languages consists at present of the following members: Professors W. J. Battle, H. J. Leon, D. A. Penick, O. W. Reinmuth; Associate Professors H. M. Hoenigswald and O. S. Powers; Assistant Professor Minnie L. Shepard; Instructor H. L. Russell; Teaching Fellows Teresa Henderson and George Labban, Jr.; Assistants Jane Andrews and Mrs. Elizabeth Bassler.

Dr. W. J. Battle made his usual late summer trip to North Carolina, swinging through Washington and New York on his homeward journey. In addition to his teaching duties in offering the advanced Greek courses, he is carrying, through the first semester of this year the arduous responsibilities of Chairman of The University of Texas Building Committee.

Miss Martha Hankins of Paris, Texas, was on the staff of The University of Texas during the first term of the 1947 summer session as Tutor of Classical Languages.

WILLIAM J. BATTLE SCHOLARSHIP

The recipient of the William James Battle Scholarship in Classical Languages for the current academic year is Miss Jane Andrews of Oklahoma City. Miss Andrews is a junior student in the University, majoring in Latin and minoring in Greek. She is also an assistant in the Department.

ENROLLMENTS IN CLASSICS

At the end of the first week of the new session the Department of Classical Languages had an enrollment of 376 students, distributed as follows: Greek language courses, 78; Latin language courses, 179; Classical Civilization, 100; Linguistics, 19. This is an increase of 24 per cent over the enrollment of a year ago.

LATIN PRIZE

The annual prize of \$25 for the best translation of Latin sight passages was won last spring by Frederick L. Beaty of New Braunfels. This is a competitive examination open to the students in a group of classes selected by the members of the Department. The prize is the gift of a friend of the Classics, who prefers to remain anonymous.

AMERICAN ACADEMY IN ROME FUND

It's growing, but slowly. It needs "oiling"! Cattle or cotton money, or just money will not be refused. Help your rich friends reduce income tax

payments by urging them to give where their money will bring rich returns. Extending the mental horizons of our Texas teachers means broadening and enriching the lives of our boys and girls. Meanwhile let's not "let up" on the kind of liberal contributions noted below. Small amounts are very acceptable. "Many a mickle makes a little." Here are the figures:

Previously reported	\$1,158.50
Fred Beaty, cash	5.00
Miss Francis Gilmore, bond	100.00
Miss Mary Bourne, Tyler, two bonds	50.00
Mrs. T. K. Provence, Wills Point, bond	25.00
Miss Enid Aycock, Gladewater, bond	25.00
Present Total	\$1,363.50

IS YOUR SCHOOL'S NAME WRITTEN HERE?

Austin, Cleburne, Conroe, Greenville, Henderson, Paris, Tyler, Waco, Wills Point.

Only these nine schools sent in Latin Week reports!

A compilation of these reports has been sent to the headquarters of the Classical Association of the Middle West and South. If you want your school's activities to have recognition in the *Classical Journal* and in our own LATIN LEAFLET, please send reports at once to your State Committeeman, Mrs. Minnie Lee Shepard, Main Building 2606, The University of Texas, Austin, Texas.

CALLING ALL TEACHERS—AUXILIUM LATINUM

Have you heard of the plan, approved and recommended by the Texas Classical Association, to take the place of the Latin Tournament? If not, a card addressed to *Auxilium Latinum*, P.O. Box 501, Elizabeth, New Jersey, asking for information about the National Latin Examination and the all-Latin magazine, *Auxilium Latinum*, will bring you information and sample copies free of cost. Below are given the main points of the plan.

Auxilium Latinum is an attractively printed magazine of 20 pages, issued bimonthly in October, December, February, and April. It contains "American statesmen's biographies, a page of news highlights, a page of jokes, a page of puzzles and enigmas, movie stars' biographies, dialogues, cross-word puzzles, plays, comic strips, varied adventure, ghost, detective, mystery, and Indian stories, poems, histories of our national ballads, question and answer department, unusual facts, Latin conversation, modern Latin vocabularies, modern things known 2,000 years ago, little quizzes and tests, etc." All material is written in Latin which with the translation helps at the bottom of the page can be read by any pupil who has studied Latin for more than one semester. Subscription price varies with the number of subscriptions in a group order, the teacher getting a free subscription with group orders of more than six (sample subscription rate: 26 to 75 subscriptions, 45 cents each). Subscription entitles to participation in

The National Latin Examinations which are held in the spring at your own school on examination sheets which are supplied to you. Examinations test vocabulary, grammatical construction and translation. Varying numbers of sentences from four groups must be "answered" by the pupils of each semester of Latin study. The examination sheets are sent to Dr. Albert E. Warsley, editor of *Auxilium Latinum*, and his staff for scoring. Four kinds of Certificates of Achievement and four kinds of medals are awarded to the individual pupils and special trophies for the school on the basis of the examination. Complete scores for all participants together with median scores which have been computed from returns of the same examination from schools all over the United States, Canada, Alaska, and Hawaii are sent to the teacher. These furnish a means of comparing the achievement of your pupils with that of others. Pupils maintaining a 90 per cent average

in Latin study are awarded a handsome Diploma-Certificate and membership in the Latin Honor Society.

This plan may not be the perfect substitute for our statewide Latin Tournament which, in spite of certain drawbacks, yielded such excellent results. But we want everyone of you to give it a thorough trial. It's true that it involves an expenditure of some 35 to 60 cents by each pupil, but I think every pupil will agree that the four copies of *Auxilium Latinum* are worth far more than the cost of a "movie."

Let's all participate. Then let's compare results. This plan is to be followed on an experimental basis for one year. Don't you agree that your pupils will be stimulated to learn Latin by wholesome, vivifying competition?

ENLIVENING HIGH-SCHOOL LATIN

ILANON MOON

Delivered to the Classical Section of the Second Language
Conference at Northwestern State College in Natchitoches,
Louisiana, May 3, 1947

Modern educational theory apparently assumes that everybody is a moron. The premise may be nine-tenths correct. But the other tenth of the population understands the value of Latin.

It is to the vast advantage and good fortune of Latin teachers that their classes come from the intelligent minority. We should stop bemoaning the quantity of Latin students and exalt their quality.

In our school, the students are never allowed to forget that the Latin Department is the brain trust. We admit that Latin is hard and make no apologies for it.

Latin is not a subject for the dull and the indolent, and we do not hesitate to say so.

In assembly, in the halls, and on the campus, I say, "Don't any of you lazy, dumb ones come into Latin. I don't want you. It's all I can do to teach Latin to the smart ones."

When the bumptious lads ask, "What's the use of Latin?" I reply, "None—to you."

We never deign to argue about the value of Latin,—not even with faculty members.

Latin should be offered to students as pure, unadulterated training in intellectual discrimination, clear thinking and appreciation of beauty. We should assure them that all minds are not capable of learning Latin; that its fine distinctions and intricate constructions are too complex for many brains to grasp. In every possible way, direct and indirect, the Latin students should be told that they are the intelligent,—the above-average. It is the psychology of the national advertiser who appeals to the ego by suggesting exclusiveness and superiority.

Convinced of their intellectual superiority, students are prepared to take Latin plain and unadorned,—without any kind of trappings designed to disguise it. They accept a verb conjugation for what it is and do not expect the fancy sugar-coating that professional educationists assure us must cover every dose of knowledge. Latin is like liquor. To get the maximum effect you take it straight.

But we are all agreed that the attitude of a class, any class, is most important. This is particularly true of Latin when the football coach, the shop teacher, and two-thirds of the other faculty members think the only kind of culture is agriculture. The Latin teacher has to build up a morale that resists this kind of influence.

For every beginning Latin class we should take the first few periods to explain the value of Latin, emphasizing the fact that it is not simple or easy. It was the cultural medium of a strong and virile people whose speech expressed the vigor of their minds. Like everything else in life worth having, it is hard to get.

I always explain briefly the barbarian invasions and how the different Romance languages developed, being careful to point out the fact that

the barbarians were intellectually inferior to the Romans and quite incapable of using the Latin tongue. A few examples of French, Spanish, Italian, and Portuguese words with their Latin originals are sufficient to demonstrate their common ancestry. We thereafter refer to these languages as "modern Latin." In our classes we speak of "classical, medieval, and modern Latin."

When the class is convinced that they are going to tackle something worth struggling with, the teacher does not have to bother with new-fangled notions of *methods*. Both teacher and students can roll up their sleeves and have at it. We call ourselves "Romans" and drill like the legions every day.

I do not try to fool them with conversation technique such as is used in modern language courses. They know they will never speak classical Latin. But they have been taught at the very beginning that Latin is definitely practical. The basic nomenclature of industry, commerce, art, science, law, and religion is certainly practical. Any average kid can see that. Also he can be made to understand the practical value of the intellectual and spiritual forces involved in the study of Latin.

The good old-fashioned way of learning syntax for reading literature is, in my opinion, still the best way to teach Latin. In our beginning classes, all roads lead to Caesar. The glories of Latin literature are held up as reward for the drudgery of conjugations, declensions, and gerundive. We talk about Caesar as a man, a general, a statesman, a writer, an orator, a woman-chaser,—and they look forward to reading what he wrote. Every year my classes ask for a third year Latin course.

Contrary to the theories of the professional educationists, there are still students who actually like to sharpen their wits on Latin. And not until we make Latin plain, old-fashioned skull practice will we regain our self-respect and the respect of those who know that learning is not simple and easy.

Latin has been on the defensive too long. We have tried to dilute, cut, simplify, and modify it. We have tried to make it into a learn-in-three-easy-lessons proposition when we know it cannot be done. All these imitative devices are insincere. They are the Latin teacher's concession to the professional educationist whose theories have been tried for the last twenty years and proved nothing but the appalling fact that boys and girls can go to school for twelve years and never learn to read and write.

Their definition of education as "life" may sound very erudite, but it has nothing to do with scholarship. If education is life, the worm has it. If it is adjustment to environment, the chameleon is a scholar. But if education is training the mind and soul to mold the environment to fit the best in life, then formal learning,—mental and spiritual development—is the chief element in education.

Professional educationists will fall dead (we hope) if they ever hear that term "mental discipline" again. But what is wrong with mental discipline? Old-fashioned "mental discipline" developed men who could solve the problems of their age. It might be barely possible that mental discipline bears the same relation to constructive thought and brain power that setting-up exercises do to the athlete on the field or the soldier in battle.

Individual self-discipline is the very foundation of democracy, and self-discipline is mental. Self-expression without mental discipline is the curse of the modern world.

But discipline does not imply holding rigidly to the out-worn patterns of the past. Real discipline enables us to learn from the past and improve upon it.

In our school, Latin is not the old-time classroom. The class period is informal. We have fun. Drill often takes the form of a fast-moving game. We have one regular game with a little money on it. Two leaders choose sides for the semester. Periodically the two sides contest on syntax in the manner of a spelling match. Strict account is kept of the winner each time. At the end of the semester the losers have to take the winners to dinner and the theater.

For the first year class, I have grouped together numerous first declension words in a rhythm pattern and call it "The Ballad of the First Declension." Beginning it slowly and reading faster and faster to the end is not only fun but fine drill in pronunciation. Putting the words in English adds to the vocabulary.

Last year, I wrote a summary of the first book of the *Gallic Wars* in rhyming couplets leaving blanks at the end of the second line to be filled out with Caesar's own words. The second year class worked enthusiastically on it.

When interest begins to wander from a particularly grilling construction, I tell some detail about Roman life connected with the word.

It is so easy to dramatize Latin. Emotional appeal, human interest, will enliven anything.

Occasionally, *a propos* of some incident or word, I repeat a little choice scandal dating back to the days of the Senate and the Roman People. The Claudii, Cicero, Caesar, Catullus, and the others can outdo anything we know about in Conroe. And the students love it. It makes them think of the Romans as living people. Most Americans think the Romans were statues.

Our classroom is decorated with everything my Romans can think of about Rome. One boy drew the busts of Cicero and Caesar on a white-enamelled board. Another cut it out with the band saw. Another made the props for the back. Now we have very good imitation marble busts of Caesar and Cicero on our classroom cabinet. Another group of students made a full figure of Caesar Imperator and cut him out of masonite. One girl made several volumes of Roman scrolls and a waxen tablet. A boy modelled Caesar, Cicero, Juno, Jupiter, and a Roman girl out of clay. They are all on the cabinet. Hanging on our walls we have large portrait-bust pen sketches of Scipio, Pompey, Caesar, and Augustus, the silver eagles of the Republic, and a victorious general in his triumphal chariot,—all drawn by students.

Two golden lyres made by two different girls hang in the library.

The Romans make pictorial representations of the rules of grammar too. Two years ago, one of the girls drew pin-up girls in bathing suits to illustrate *in* with the Ablative and Accusative. Since then, not a boy has failed to learn the distinction between them.

When we give parties, we Romans carry out the Roman motif. We entertain the football boys in a classical atmosphere. Caesar Imperator stands at the door. The busts of Caesar and Cicero sit on the table. Scipio and Pompey scowl down from the wall and the republican eagles spread their wings over the doors and windows.

When we contribute to Stunt Night, the scene is laid in ancient Rome.

Every year, I write a Roman play for my students. We present it in assembly during Latin Week. This year we gave an evening performance for the public. We start the practice in time to learn all the historical background and kill a few minutes now and then giggling at one another's awkwardness on the stage. Those Romans not actually in the roles make the costumes and the stage properties. These are kept from year to year and displayed during Latin Week.

Latin Week is our great occasion. During that time we do very little class work, but we go to church together, have a picnic, a tea, a party, a banquet, and do anything else we can think of to annoy the principal. We put on a program for the Lions Club and the Rotary Club, write ourselves up in the papers, and make ourselves generally conspicuous and offensive. But we have fun.

Next Tuesday, I am going to Houston in a school bus with forty Romans to hear the Metropolitan Opera Company produce *Aida* in "modern Latin." May all the immortal gods attend me. May they be with all of us who try to enliven high-school Latin.

DECAPITATIONS

Decapitate the Latin word representing (a) and get the word for (b).

(Example: (a) I sail the bounding sea. *Navis*. (b) I dwell in any tree. *Avi*.)

1. (a) I feed on herbs and grass. (b) Through me your words must pass.
2. (a) I brought you to the light. (b) I'm black as darkest night.
3. (a) In me is deep emotion. (b) I represent the ocean.
4. (a) I roll down to the sea. (b) From me all shadows flee.
5. (a) I love to fight and kill. (b) I am the artist's skill.
6. (a) I banish all despair. (b) I guide you everywhere.
7. (b) I mark how time does flee. (b) I border land and sea.
8. (a) I'm brilliant in the sky. (b) A lonely woman I.
9. (a) I'm hollowed in the rock. (b) I'm part of every flock.
10. (a) I make your cheeks turn white. (b) With me you're never right.

Answers: 1. *bos, os*; 2. *mater, ater*; 3. *amare, mare*; 4. *flumen, lumen*; 5. *Mars, ars*; 6. *spes, pes*; 7. *hora, ora*; 8. *luna, una*; 9. *specus, pecus*; 10. *terror, error*.

BURIED HEROINES

(Each of the sentences contains the name of a heroine in classical mythology. Example: The Persians will massacre us all. Answer: *Creusa*.)

1. She is so magnanimous that she lends her friends everything she has.
2. The autopsy checked the coroner's verdict of death by strangulation.
3. On land, Rome dared not face Hannibal in battle, so she waged a type of guerilla warfare.
4. Portia defended Antonio before the Duke of Venice.
5. In his home, Dean Martin was a veritable tyrant.
6. The sordid origin of his wealth caused Olin many a twinge of conscience.
7. He called him a Punic ass and raved about his honor.
8. Having failed all his courses, he returned to Galveston.
9. Aside from that, Alan takes great pride in his Bolivian ancestry.
10. In crossing the Indian Ocean, he lost his best hat.

Answers: 1. Helen; 2. Psyche; 3. Andromeda; 4. Niobe; 5. Medea; 6. Dido; 7. Cassandra; 8. Leda; 9. Atalanta; 10. Thisbe.

EDUCATIONAL PHILOSOPHY OF WACO HIGH SCHOOL

We, the faculty of the Waco schools, believe that the purpose of education in the United States is to provide adequate opportunity for every child, according to his capacity and natural bent, to acquire an intellectual curiosity and a respect for learning; to learn how to think clearly and what is worth thinking about; to develop traits of character which will guide his thinking for the common good; and to gain the mental tools and skills necessary to execute his thoughts. As a member of a democratic society, he should be guided in his school experiences to demand freedom for himself and all peoples; to develop tolerance, respect, and sympathy based on world understanding; to recognize duty and the sanctity of a responsibility; to take the long view of things, always with a sense of perspective; to cherish the past as a safe counselor for the present and the future; to look on life hopefully and with keen interest. He should be taught independence of thought and action, the obligation and right to work, pleasure in achievement, wholesome habits of health, fitness to live at leisure with himself and with others; faith in democracy and the will to preserve it.

BOOK REVIEWS

Lamb, Harold. *Alexander of Macedon; The Journey to World's End*, Doubleday & Co., Garden City, New York, 1946. 368 pp., \$3.50.

The author combines a psychological study of the character of Alexander with a narrative of his conquests. To young students the latter will be more interesting, for the book as a whole is rather heavy reading.

The author knows the land of which he writes. There are unfortunately some errors in classical background. On page 6, Aphrodite is used where Athena is the goddess obviously meant. Again on page 76, Sophocles is written for Socrates. Anabasis is mistranslated on page 100. The error of defining a Marathon race as an ancient competitive sport is perpetuated on page 101.

Chapter X, which describes the siege of Tyre, is excellently written and furnishes good material for a report on ancient siege operations. The book is on the whole better for reference than light reading. The excellent stylized map repeated on the inside of back and front cover gives an idea of the extent of the civilizations that preceded the Greeks.

Grazebrook, O. F. *Nicanor of Athens: The Autobiography of an Unknown Citizen*, Cambridge at the University Press, New York, The Macmillan Co., 1947. 359 pp., \$3.00.

The story covers the period of the Peloponnesian War, 431-404 B.C., and touches on some events of succeeding years, as the death of Socrates. These years are generally passed over in elementary courses in history which have no time left after presenting the age of Pericles. The record of events is taken from sources of the time. The writer concludes correctly that human beings in the struggles at Athens were very much like those of today in time of crisis. He purposely has his hero, as a contemporary, disagree in his opinion of some men of his day with historians who view the period after a lapse of time; for example, he thinks of Thucydides only as a capitalistic mine owner, not as a historian.

The writer is gifted with the ability to be vague where our knowledge of details is lacking, but definite where evidence is clear, so that he avoids anachronisms.

When seeking a book about the average citizen of Athens, the author was told he would have to write it himself. He did and succeeded admirably.

E. F. LEON.

